REPUBLIC OF KENYA
MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

HEALTH EDUCATION
GRADE 8

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

The Grade 8 curriculum designs build on competencies attained by learners at the end of Grade 7. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas (subjects) as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, Community Service Learning (CSL) activities and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 8 is the second level of the Junior Secondary School (JSS) in the new education structure.

Grade 8 curriculum furthers implementation of the CBC from Grade 7. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential.**

Therefore, the Grade 8 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. The curriculum designs also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 8 and prepare them for smooth transition to the next Grade. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR EARLY LEARNING AND BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the *Basic Education Curriculum Framework* (BECF), that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, the Kenya Vision 2030, East African Community Protocol and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 8 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 8 curriculum designs. In relation to this, we acknowledge the support of the –Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Prof. Elishiba Kimani and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 8 and preparation of learners for Grade 9.

PROF. CHARLES O. ONG'ONDO, PhD, MBS
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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LESSON ALLOCATION

No.	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Technical Studies	4
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject	3
14.	Optional Subject	3
Total		**45**

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) **Foster nationalism and patriotism and promote national unity.**

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

ii) **Promote the social, economic, technological and industrial needs for national development.**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) **Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) **Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) **Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

iii) **Promote individual development and self-fulfilment**

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

iv) **Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

v) **Promote social equality and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

vi) **Promote respect for and development of Kenya's rich and varied cultures.**
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

vii) **Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

viii) **Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEARNING OUTCOMES FOR MIDDLE SCHOOL

By end of Middle School, the learner should be able to:

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, and spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

The Government of Kenya is committed to the improvement of the health and welfare of its citizens. This is demonstrated through its commitment to implement the 17 Sustainable Development Goals (SDGs) of 2015 in which health is a cross cutting issue. The (SDGs) number (2) two, (3) three and (6) six aimed at addressing zero hunger, good health and wellbeing and clean water and sanitation respectively, are a key focus in the curriculum. Several government policy documents such as the Kenya Demographic Health Survey (2014), the social pillar of the Vision 2030, the Constitution of Kenya 2010, the Kenya Mental Health Policy (2015-2030) and the Kenya School Health Policy (2018) are aimed at achieving optimal health status and capacity of all citizens through provision of legal frameworks for ensuring comprehensive health service delivery. The introduction of health education in the curriculum was also highlighted by many respondents in the Needs Assessment Survey (KICD, 2016). Health Education will therefore focus on promoting healthy living practices and preventing diseases and disorders.

The Health Education curriculum design is aimed at equipping learners with information on health and instilling positive attitudes towards the promotion of health and prevention of illnesses to enable them to contribute to and participate in nation

building. As a learning area at the Junior Secondary School level, Health Education covers; health and nutrition, diseases and disorders affecting various body systems, mental and emotional health, drug and substance use, safety and first aid, environmental health and sanitation and human reproductive health. This will help the learners acquire competencies that will enable them to deal with daily health issues hence promote health and wellness for self and the community.

The learning of Health Education adopts theories such as the constructivist theory of learning where learners are given opportunities to construct knowledge through discovery, research, personal experiences and exploration. Through inquiry-based learning approaches, learners will be exposed to hands-on learning experiences to enable them to practise the principles of good health.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Junior Secondary school, the learner should be able to:

1. Adopt healthy eating habits and food safety practices to promote health and wellness for self and others.
2. Apply the knowledge and principles of prevention and control of diseases and disorders to promote health
3. Promote mental and emotional health for wellness
4. Apply safety and first aid skills to prevent accidents and handle injuries in the community
5. Adopt proper use of medicine and drugs for wellbeing of self and community
6. Practise proper waste management to prevent pollution in the environment
7. Utilise knowledge on human growth and development to build healthy relationships.
8. Apply digital literacy in promoting practices that enhance health and wellness.

STRAND 1.0: HEALTH AND NUTRITION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Health and Nutrition	**1.1 Nutrition in the lifecycle** **(5 lessons)**	By the end of the sub strand the learner should be able to: a) explain the meaning of nutrition in the lifecyle b) identify nutrient requirements in the different stages of the human lifecycle c) apply recommended dietary requirement guidelines in the different stages of the lifecylce d) appreciate the importance of adequate nutrient intake at different stages of the lifecycle.	The learner is guided to: • brainstorm on the meaning of nutrition and lifecycle and discuss with peers • research using digital devices and print media on nutrient requirements during the different stages of the lifecycle and make notes *(pregnancy, infancy, childhood, adolescence, adulthood, old age)* • develop dietary requirement plans for different groups • create awareness on dietary requirements for different groups using songs, poems and verses	1. What are nutrients? 2. How do nutrient requirements vary from one person to another?

Core competencies to be developed:
- Communication and collaboration as learners write clearly on the nutrient requirements at the different stages of the lifecycle
- Citizenship as learners use social and civic skills as they create awareness on nutrient requirements for different stages in the

lifecycle

Values:

- Unity as learners strive to achieve common goals as they carry out group activities
- Responsibility as learners offer leadership and guidance to others on nutrient requirements

Pertinent and Contemporary Issues (PCIs):

- Lifestyle diseases: learners will gain knowledge on nutrient requirements at different stages of life for a healthy body
- Social cohesion: learners work in teams as they develop the dietary guidelines for the different groups

Links to other subjects:

- Life Skills: self awareness as they learn about the nutrient requirements during various stages of life
- Home Science as they discuss nutrients found in various foods.

Assessment Rubric

Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explain the meaning of nutrition in the lifecyle	Conclusively explains the meaning of nutrition in the lifecyle	Explains the meaning of nutrition in the lifecyle	Partly explains the meaning of nutrition in the lifecyle	Requires prompting to explain the of meaning nutrition in the lifecyle
Ability to identify nutrient requirements in the different stages of the lifecycle	Distinctively and in detail identifies nutrient requirements in the stages of the lifecycle	Distinctively identifies nutrient requirements in the stages of the lifecycle	Distinctively identifies some of the nutrient requirements in the different stages of the lifecycle	Attempts to identify nutrient requirements in the different stages of the lifecycle
Ability to apply recommened dietary requirement guidelines in the different stages of the lifecylce	Applies recommended dietary requirement guidelines for all the stages and guides peers	Applies recommended dietary requirement guidelines for all the six stages	Applies recommended dietary requirement guidelines for three stages	Applies recommended dietary requirement guidelines for less than two stages

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Health and Nutrition	**1.2 Lifestyle diseases and disorders** **(4 Lessons)**	By the end of the sub strand the learner should be able to: a) outline lifestyle diseases and disorders in the community b) investigate factors that contribute to lifestyle diseases and disorders in the community c) propose preventive measures for control of lifestyle diseases in daily life d) value prevention of lifestyle diseases for healthy living	The learner is guided to: • brainstorm on the meaning of lifestyle diseases • use video clips, print materials, pictures and charts to identify signs and symptoms of lifestyle diseases and disorders • carry out research on the prevalence of lifestyle diseases in the community and present findings • classify factors that contribute to lifestyle diseases and disorders • develop slogans on measures for prevention of lifestyle diseases in daily life and sensitise peers • debate on preventive measures for control of lifestyle diseases in the community	1. What causes lifestyle diseases? 2. How can lifestyle diseases be prevented?

Core competencies to be developed:
- Self efficacy as learners use leadership and planning skills while carrying out research on the prevalence of lifestyle diseases in the community
- Critical thinking and problem solving as learners reflect on factors that contribute to lifestyle diseases and disorders and propose ways of prevention

- Communication and collaboration as learners speak effectively during debate on the challenges faced in prevention of lifestyle diseases in the community

Values:
- Responsibility as learners observe nutritional guidelines for prevention of lifestyle diseases
- Patriotism as learners become agents of change in prevention of lifestyle diseases

Pertinent and Contemporary Issues (PCIs):
- Patriotism and good governance as they participate in prevention of lifestyle diseases
- Self awareness as they explore factors that contribute to lifestyle diseases and disorders

Links to other subjects:
- Life Skills as they make the right decisions on the choice of healthy diets
- Computer Studies as learners use digital devices to download video clips

Assessment rubric

Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to outline lifestyle diseases and disorders in the community	Outlines and cites examples of lifestyle diseases and disorders in the community	Outlines lifestyle diseases and disorders in the community	Outlines some of the lifestyle diseases and disorders in the community	With prompting is able to outline some lifestyle diseases and disorders in the community
Ability to investigate factors that contribute to lifestyle diseases and disorders in the community	Comprehensively investigates factors that contribute to lifestyle diseases and disorders in the community	Investigates factors that contribute to lifestyle diseases and disorders in the community	Investigates some of the factors that contribute to lifestyle diseases and disorders in the community	Needs guidance to investigate some of the factors that contribute to lifestyle diseases and disorders in the community

Ability to propose preventive measures for control of lifestyle diseases in daily life	Proposes more than five preventive measures for control of lifestyle diseases in daily life and guides peers	Proposes five preventive measures for control of lifestyle diseases in daily life	Proposes three preventive measures for control of lifestyle diseases in daily life	Proposes less than two preventive measures for control of lifestyle diseases in daily life

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Health and Nutrition	**1.3 Health Behaviour Change Communication (4 lessons)**	By the end of the sub strand the learner should be able to: a) explain meaning of behaviour change communication b) design ways of communicating behaviour change for better health c) apply healthy behaviour change for wellness of self and others d) appreciate heath behaviour change for healthy living	The learner is guided to: • brainstorm on the meaning of behaviour change communication • explore on the importance of behaviour change communication for health promotion • develop promotion materials with message on behaviour change for better health • share behaviour change messages that promote good health with peers • maintain a daily log on healthy behaviour changes adopted	What behaviour promotes health?

Core competencies to be developed:
- Creativity and imagination as learners identify creative ways of communicating behaviour change messages
- Communication and collaboration as learners embrace teamwork during development of promotion materials

Values:
- Responsibility as learners maintain a daily log on healthy behaviour changes adopted
- Unity as learners take turns in activities and conversations to communicate behaviour change messages

Pertinent and Contemporary Issues (PCIs):
Patriotism as learners communicate behaviour change messages to promote health

Links to other subjects:
Visual Arts as learners prepare promotion materials

Assessment Rubric

Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to design ways of communicating behaviour change for better health	Designs varied ways of communicating behaviour change for better health creatively	Designs ways of communicating behaviour change for better health	Designs some varied ways of communicating behaviour change for better health	Designs ways of communicating behaviour change for better health with minimal variety
Ability to apply healthy behaviour change for wellness of self and others	Consistently applies healthy behaviour change for wellness of self and others	Applies healthy behaviour change often for wellness of self and others	Ocassionally applies healthy behaviour change for wellness of self and others	Applies healthy behaviour change for wellness of self and others only when prompted

STRAND 2.0: HUMAN BODY SYSTEMS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Human Body Systems	**2.1 Respiratory system** **(4 lessons)**	By the end of the sub strand, the learner should be able to; a) illustrate parts of the human respiratory system b) explain common diseases affecting the human respiratory system c) analyse causes, signs and symptoms of diseases affecting the respiratory system d) design preventive measures for control of diseases affecting the respiratory system e) appreciate a healthy respiratory system for proper functioning of the body	The learner is guided to: • brainstorm on parts of the human respiratory system and discuss with peers *(nasal cavity, lungs, trachea, bronchi, bronchioles, alveoli)* • create models outlining parts of the human respiratory system using locally available materials *(plastic bottles, balloons, straws, pipes, clay).* • discuss the common diseases affecting the human respiratory system (*asthma, tuberculosis, pneumonia, Covid-19,*) • search for information on the causes, signs and symptoms of various diseases affecting the human respiratory system and present in class	1. What is the role of the respiratory system? 2. How do you ensure a healthy respiratory system?

				• apply measures for prevention of diseases affecting the human respiratory system *(cough ettiqutte, hand hygiene, respiratory hygiene)*	

Core competencies to be developed:
- Self-efficacy: learners effectively communicate during discussions on the causes, signs and symptoms of various diseases affecting the human respiratory system
- Learning to learn: as they reflect on their own work when creating models outlining parts of the human respiratory system.
- Citizenship: learners brainstorm on diseases affecting the human respiratory system globally.

Values:
- Respect as learners appreciate contributions of others in teams
- Unity as learners collaborate with others during group activities
- Responsibility as learners observe measures to prevent the spread of respiratory infections

Pertinent and Contemporary Issues (PCIs):
- Health issues: Communicable and chronic diseases as they discuss ways of preventing diseases affecting the human respiratory system

Links to other subjects:
- Integrated Sciences- as they learn about the human respiratory system
- Visual Arts- as they create models of the different parts of the human respiratory system

Assessment Rubric				
Indicator	**Exceeds expectations**	**Meets expectations**	**Approaches expectations**	**Below expectations**
Ability to illustrate the parts of the human respiratory system	Distinctively and clearly illustrates all the parts of the human respiratory system	Clearly illustrates all the parts of the human respiratory system	Clearly illustrates some parts of the human respiratory system	Requires help to clearly illustrate the parts of the human respiratory system
Ability to explain common diseases affecting the human respiratory system	Comprehensively explains more the four common diseases affecting the human respiratory system	Explains four common diseases affecting the human respiratory system	Explains three common diseases affecting the human respiratory system	Explains less than two common disease affecting the human respiratory system
Ability to analyse causes, signs and symptoms of diseases affecting the human respiratory system	Critically and citing examples analyses the causes, signs and symptoms of diseases affecting the human respiratory system	Critically analyses causes, signs and symptoms of diseases affecting the human respiratory system	Critically analyses some of the causes, signs and symptoms of diseases affecting the human respiratory system	With assistance analyses causes, signs and symptoms of various diseases affecting the human respiratory system
Ability to design preventive measures for control of diseases affecting the respiratory system	Distinctively designs more than five preventive measures for control of diseases affecting the respiratory system	Designs five preventive measures for control of diseases affecting the respiratory system	Designs three preventive measures for control of diseases affecting the respiratory system with some clarity	Designs two preventive measures for control of diseases affecting the respiratory system

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Human Body Systems	**2.2 Reproductive System** **(4 lessons)**	By the end of the sub strand the learner should be able to; a) illustrate the structure of the reproductive system b) describe the conditions and disorders affecting the reproductive system c) discuss the challenges experienced during menstruation d) recommend ways of managing challenges experienced during menstruation e) appreciate the importance of a healthy reproductive system	The learner is guided to: • discuss and draw the structure of the reproductive system • research on conditions and disorders affecting the male and female reproductive systems and discuss with peers • share experiences on the challenges faced during menstruation. *(Mood swings, headaches, nausea, abdominal pains, heavy flow, irregular menses among others)* • adopt ways of managing menstrual challenges with the help of a resource person	1. What are the conditions affecting the reproductive system? 2. How are challenges experienced during menstration managed?

Core competencies to be developed:
• Digital literacy as learners search for information on conditions and disorders affecting the male and female reproductive systems
• Communication and collaboration as learners discuss the conditions affecting the male and female reproductive systems

Values:
• Unity as they strive to achieve common goals during class assignments

- Responsibility as they proactively solve problems associated with menstruation

Pertinent and Contemporary Issues (PCIs):

- Human sexuality as they discuss the structure of the reproductive system
- Social issues **-** gender issues as they research on challenges experienced during menstruation

Links to other subjects:

- Integrated Sciences **-** Human reproductive system
- Life Skills – Self-esteem is enhanced as they learn how to cope with challenges experienced during menstruation

Assessment Rubric

Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to describe the conditions and disorders affecting the reproductive system	Describes more than four conditions affecting the reproductive system	Describes four conditions affecting the reproductive system	Describes two conditions affecting the reproductive system	Describes less than two conditions affecting the reproductive system
Ability to discuss challenges experienced during menstruation	Comprehensively and with examples discusses challenges experienced during menstruation	Comprehensively discusses challenges experienced during menstruation	Comprehensively discusses some the challenges experienced during menstruation	With prompting is able to discuss challenges experienced during menstruation
Ability to recommend ways of managing challenges experienced during menstruation	Recommends more than five ways of managing challenges experienced during menstruation	Recommends five ways of managing challenges experienced during menstruation	Recommends two ways of managing challenges experienced during menstruation	Recommends less than two ways of managing challenges experienced during menstruation

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Human Body Systems	**2.3 Sexually Transmitted Infections (4 Lessons)**	By the end of the sub strand, the learner should be able to; a) outline common sexually transmitted infections b) discuss the causes, signs and symptoms of sexually transmitted infections c) assess the effects of sexually transmitted infections in the community d) suggest moral measures for prevention and control of sexually transmitted infections e) value prevention of sexually transmitted infections for healthy reproductive system	The learner is guided to: • brainstorm and discuss common sexually transmitted infections • with the guidance of a resource person explore on the causes, signs and symptoms of various sexually transmitted infections • investigate the effects of sexually transmitted infections on the community • research and recommend various measures for prevention and control of various sexually transmitted infections and discuss with peers • create flash card with messages on measures for prevention and control of sexually transmitted infections	1. What are sexually transmitted infections? 2. How do we prevent sexually transmitted infections?

Core competencies to be developed:
- Critical thinking and problem solving as learners reflect on ways of preventing sexually transmitted infections.
- Digital literacy as learners create using technology when making flash cards for awareness creation

Values:
- Respect as they accommodate diverse opinions during discussions
- Unity as they take turns in class activities and conversations

• Social justice as they share resources during the preparation of promotion materials	

Pertinent and Contemporary Issues (PCIs):
- Human sexuality as they discuss common sexually transmitted infections
- Social cohesion as learners work in teams to promote ways of preventing sexually transmitted infections

Links to other subjects:
- Integrated Science as they learn about the human reproductive system
- Religious Education as learners observe moral values for prevention of sexually transmitted infections

Assessment Rubric

Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to outline common sexually transmitted infections	Outlines more than four common sexually transmitted infections	Outlines four common sexually transmitted infections	Outlines two common sexually transmitted infections	Outlines less than two common sexually transmitted infections
Ability to discuss causes, signs and symptoms of sexually transmitted infections	Conclusively discusses the causes, signs and symptoms of sexually transmitted infections	Discusses the causes, signs and symptoms of various sexually transmitted infections	Discusses some of the causes, signs and symptoms of sexually transmitted infections leaving out few details	Requires assistance to discuss the causes, signs and symptoms of sexually transmitted infections
Ability to suggest moral measures for prevention and control of sexually transmitted infections	Comprehensively and with examples suggests moral measures for prevention and control of sexually transmitted infections	Suggests moral measures for prevention and control of sexually transmitted infections	Partly suggests moral measures for prevention and control of sexually transmitted infections	With help is able to suggest moral measures for prevention and control of sexually transmitted infections

STRAND 3.0: MENTAL AND EMOTIONAL HEALTH

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Mental and Emotional Health	**3.1 Emotional health (4 lessons)**	By the end of the sub strand, the learner should able: a) discuss the importance of emotional health for personal wellness b) analyse causes of common emotional health disorders in society c) practise positive expression of emotions for healthy living d) value emotional health for personal welbeing	The learner is guided to: • brainstorm on the meaning of emotional health. • discuss with peers the benefits of maintaining positive emotions and share findings • carry out a research on causes of common emotional health disorders in society and present • share experiences with peers on ways of expressing emotions • take part in activities that enhance control and management of emotions	1. Why is emotional health important? 2. How do we ensure emotional wellbeing?
Core Competencies to be developed				
• Critical thinking and problem solving as learners take part in various ctivities for emotional management • Learning to learn: as they share learnt knowledge on emotional health benefits				
Values:				
• Responsibility as they control emotions during interaction with peers. • Peace as they learn to resolve differences amicably for emotional stability				
Pertinent and Contemporary Issues (PCIs):				
• Social cohesion as they strengthen social interaction				

- Self awareness as they discuss positive ways of managing their emotions for healthy living

Links to other subjects:
- Life Skills as learners practise how to express their emotions positively in different situations
- Languages as they speak clearly during class presentations

Assessment Rubric

Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to discuss the importance of emotional health for personal wellness	Conclusively discusses the importance of emotional health for personal wellness	Discusses the importance of emotional health for personal wellness	Makes effort to discuss the importance of emotional health for personal wellness	Requires prompting to be able to discuss the importance of emotional health for personal wellness
Ability to analyse causes of common emotional health disorders in society	Correctly analyses four causes common emotional health disorders in society and their signs	Correctly analyses four causes of common emotional health disorders in society	Correctly analyses three causes of common emotional health disorders in society	Correctly analyses less than two causes of common emotional health disorders in society
Ability to practise positive expression of emotions for healthy living	Is able to constantly practice positive expression of emotions for healthy living	Always practices positive expression of emotions for healthy living	Occasionally practices positive expression of emotions for healthy living	Requires assistance to practice positive expression of emotions for healthy living

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Mental and Emotional Health	**3.2 Stress management (4 Lessons)**	By the end of the sub strand, the learner should able: a) investigate the types of stressors in daily life b) discuss the causes and signs of stress for proper management. c) assess ways of preventing and managing stress for healthy living d) appreciate the importance of stress management for healthy living.	The learner is guided to: • brainstorm on the meaning of stress, stressors and stress management. • carry out research to find out the different types of stressors in day-to-day life*(positive and negative stressors)* • debate on the causes of stress in the society. • search for information on ways of prevention and management of stress and make notes • adopt healthy ways to prevent and relieve stress	1. What is stress? 2. Why do we require to manage stress?

Core competences to be developed:
- Learning to learn: learners organise own learning as they carry out research on the signs and symptoms of stress.
- Communication and collaboration: learners speak engagingly as they discuss the different types of stressors

Values:
- Love as they portray a caring attitude when faced with challenges
- Peace as they resolve conflicts amicably to avoid stress
- Respect as they accommodate diverse opinions during group activities

Pertinent and Contemporary Issues (PCIs):
- Self awaress as they apply healthy strategies to manage stress
- Consumer education as they identify types of stressors in daily life in relation to consumer needs and wants

Links to other subjects:
- Life Skills as they learn how to cope with stress
- Religious Education as they support each other during difficult times

Assessment Rubric

Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to investigate types of stressors in daily life	Systematically and procedurally investigates types of stressors in daily life	Systematically investigates types of stressors in daily life	Systematically investigates types of stressors in daily systematically with help	Needs help to systematically investigate types of stressors in daily life
Ability to discuss the causes and signs of stress for proper management	Compressively discusses more than five causes and signs of stress for proper management	Discusses five causes and signs of stress for proper management	Discusses three causes and signs of stress for proper management	Discusses less than two causes and signs of stress for proper management
Ability to assess ways of preventing and managing stress for healthy living	Makes clear and conclusive assessment on ways of preventing and managing stress for healthy living	Makes clear assessement on ways of preventing and managing stress for healthy living	Makes some assessment on ways of preventing and managing stress for healthy living	Needs support to make assessment on ways of preventing and managing stress for healthy living

STRAND 4.0: USE OF MEDICINE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Use of Medicine	**4.1 Drug resistance** **(4 Lessons)**	By the end of the sub strand the learner should be able to: a) explain the meaning of drug resistance in the body b) outline causes of drug resistance in the body c) discuss the effects of drug resistance on human health d) demonstrate correct use of drugs to prevent resistance e) embrace correct use of drugs to prevent drug resistance	The learner is guided to: • brainstorm on the meaning of drug resistance in relation to use of medicine. • discuss the causes of drug resistance and present in class • with the help of a resource person, explore the effects of drug resistance on health • use digital devices and print materials to search for information on correct use drugs to prevent resistance • use role play to demonstrate correct use of drugs to prevent resistance	1. What is drug resistance? 2. How do we prevent drug resistance?

Core competencies to be developed:
- Learning to learn will be enhanced as they search for information on ways of preventing drug resistance
- Critical thinking and problem solving as learners evaluate ways of preventing drug resistance

Values:
- Responsibility as learners observe safety precautions in use of drugs to avoid resistance
- Patriotism as they obey laws and regulations regarding purchase and use of drugs

Pertinent and Contemporary Issues (PCIs):
- Social cohesion as learners work in groups in search for information on ways of preventing drug resistance
- Alcohol and substance use: learners discuss the causes of drug resistance in relation to alcohol and substance use

Links to other subjects:
- Computer science as learners search for information using digital devices
- Performing Arts as learners role play on correct use of medicine

Assessment Rubric

Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to outline causes of drug resistance in the body	Outlines more than four causes of drug resistance in the body	Outlines four causes of drug resistance in the body	Outlines two causes of drug resistance in the body	Outlines less than two causes of drug resistance in the body
Ability to discuss effects of drug resistance to human health	Correctly and with examples discusses effects of drug resistance to human health	Correctly discusses effects of drug resistance to human health	Correctly discusses some effects of drug resistance to human health	With probing discusses effects of drug resistance to human health
Ability to practise correct use of drugs to prevent resistance	Constantly practises correct use of drugs to prevent resistance	Often practises correct use of drugs to prevent resistance	Occasionally practises correct use of drugs to prevent resistance	Requires guidance to practise correct use of drugs to prevent resistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Use of Medicine	**4.2 Alternative medicine** **(4 Lessons)**	By the end of the sub strand the learner should be able to; a) differentiate between conventional and alternative medicine b) describe the benefits of alternative medicine in promoting health c) assess challenges of using alternative medicine for disease prevention and control d) appreciate the role of alternative medicine in promotion of health	The learner is guided to: • brainstorm on the meaning of conventional and alternative medicine • use video clips and print materials to identify different types of conventional and alternative medicine and classify them • discuss the benefits of alternative medicine and share experiences • research on the challenges experienced in use of alternative medicine and discuss with the guiance of a resource person	1. Why use alternative medicine? 2. What are the challenges of using alternative medicine?

Core competencies to be developed:
- Digital literacy: learners apply digital citizenship skills as they search for information on challenges experienced in use alternative medicine
- Citizenship is enhanced as learners discuss different types of alternative medicine used in the community.
- Communication and collaboration as learners speak clearly during discussions on the benefits of alternative medicine

Values:
- Unity as they respect each other's opinions during discussions
- Patriotism as they identify common types of alternative medicine used in the various communities

Pertinent and Contemporary Issues (PCIs):
- Environmental education as they learn about the benefits of alternative medicine
- Safety: as they learn about precautions during use of alternative medicine

Links to other subjects:
- Business Education as they learn about consumer awareness in relation to choice of goods and services
- Languages as learners speak effectively during class discussions.

Assessment Rubric

Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to differentiate between conventional and alternative medicine	Distinctively and clearly differentiates between conventional and alternative medicine, citing examples	Clearly differentiates between conventional and alternative medicine	Partly differentiates between conventional and alternative medicine	Requires assistance to differentiate between conventional and alternative medicine
Ability to describe the benefits of alternative medicine in promoting health	Describes more than five benefits of alternative medicine in promoting health	Describes five benefits of alternative medicine in promoting health	Describes three of the benefits of alternative medicine in promoting health	Describes less than two benefits of alternative medicine in promoting health
Ability to assess the challenges of using alternative medicine for disease prevention and control	Conclusively assesses more than five challanges of using alternative medicine for disease prevention and control	Conclusively assesses five challenges of using alternative medicine for disease prevention and control	Conclusively assesses two challenges of using alternative medicine for disease prevention and control	Conclusively assesses less than two challenges of using alternative medicine for disease prevention and control

STRAND 5.0: FIRST AID AND BASIC LIFE SUPPORT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 First Aid and Basic Life Support	**5.1 First Aid for medical conditions (5 lessons)**	By the end of the sub strand, the learner should be able to; a) identify medical conditions that require basic First Aid b) discuss safety precautions to observe when performing First Aid for medical conditions c) carry out First Aid for various medical conditions d) embrace use of First Aid techniques in saving lives	The learner is guided to: • brainstorm on medical conditions that require basic First Aid. • explore safety precautions to observe when offering First Aid for medical conditions • watch video clips and search for information on the procedure of carrying out First Aid for various medical conditions *(Epilepsy, diabetes, heart attack, fainting)* • simulate how to carry out First Aid for various medical conditions	1. How are medical conditions managed during emergencies? 2. What do we consider when carrying out First Aid?

Core competencies to be developed:
- Critical thinking and problem solving as learners reflect on safety precautions to observe when offering First Aid for medical conditions.
- Digital literacy as learners download and watch video clips on how to carry out First Aid for medical conditions
- Self efficacy as learners apply leadership skills during demonstrations on how to carry out First Aid for various conditions

Values:
- Responsibilty as they observe safety precautions when offering First Aid
- Social justice as they accord each other equal opportunities in sharing responsibilites during group tasks

Pertinent and Contemporary Issues (PCIs):
- Social cohesion as they practise First Aid techniques for various medical conditions
- Safety: learners observe precautions as they carry out First Aid

Links to other subjects:
- Computer science as learners use digital devices to search for information and watch video clips
- Performing Art as they role play and carry out simulation

Assessment Rubric

Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify medical conditions that require basic First Aid	Identifies more than four medical conditions that require basic First Aid	Identifies four medical conditions that require basic First Aid	Identifies two medical conditions that require basic First Aid	Identifies less than two medical conditions that require basic First Aid
Ability to discuss safety precautions to observe when performing First Aid for medical conditions	Conclusively discusses safety precautions to observe when performing First Aid for medical conditions	Discusses safety precautions to observe when performing First Aid for medical conditions	Partly discusses safety precautions to observe when performing First Aid for medical conditions	Discusses some safety precautions to observe when performing First Aid only when guided
Ability to carry out First Aid for various medical conditions	Procedurally and correctly carries out First Aid for various medical conditions	Carries out First Aid for various medical conditions following the required procedure	Carries out First Aid for various medical conditions but leaves out few steps	Able to carry out First Aid for some medical conditions but leaves out many steps

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 First Aid and Basic Life Support	**5.2 Basic life support** **(5 lessons)**	By the end of the sub-strand the learner should be able to; a) explain the meaning of Airway Breathing and Circulation (ABC) as used in First Aid b) describe the role of Airway Breathing and Circulation in First Aid and basic life support c) demonstrate how to place an injured person in a recovery position during an emergency d) carry out artificial resuscitation technique during an emergency e) embrace use of basic life support skills in saving life	The learner is guided to: • brainstorm on the meaning of ABC as used in first aid *(Airway, Breathing and Circulation)* • explore the importance of Airway Breathing and Circulation in first aid and discuss in groups • watch a video clip on application of Airway Breathing and Circulation technique • dramatise how to place an injured person in a recovery position during an emergency • search for information on the steps in management of an unconscious person • simulate how to carry out artificial resuscitation technique using models and dummies	1. Why is basic life support necessary? 2. How do you handle an unconscious person?

Core competencies to be developed:

• Self efficacy is enhanced as learners dramatise how to place an injured person in a recovery position.
• Learning to learn as they share learnt knowledge during demonstrations on the process of carrying out artificial resuscitation technique

Values:
- Responsibility as learners perform assigned roles and duties during demonstrations
- Love as they apply basic life support techniques to save lives

Pertinent and Contemporary Issues (PCIs):
- Life skills education- Critical thinkig and problem solving as they make use of basic life support techniques to save lives
- Safety -as they observe precautions on how to place a patient in a recovery position

Links to other subjects:
- Languages as they search for the meaning of the new words learnt
- Integrated Science-Respiratory and circulatory system as they practise the process of checking for vital signs

Assessment Rubric

Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to describe the role of Airway Breathing and Circulation in First Aid and basic life support	Describes the role of Airway Breathing and Circulation in First Aid and basic life support, citing examples	Describes the role of Airway Breathing and Circulation in First Aid and basic life support	Partly describes the role of Airway Breathing and Circulation in first aid and basic life support	With prompting is able to describe the role of Airway Breathing and Circulation in first aid and basic life support
Ability to demonstrate how to place an injured person in a recovery position during an emergency	Systematically and logically demonstrates how to place an injured person in a recovery position during an emergency	Systematically demonstrates how to place an injured person in a recovery position during an emergency	Demonstrates how to place an injured person in a recovery position during an emergency but ommits few steps	Demonstrates how to place an injured person in a recovery position during an emergency but omits many steps

Ability to carry out artificial resuscitation technique during an emergency	Accurately carries out artificial resuscitation technique during an emergency, following all the required steps	Carries out artificial resuscitation technique during an emergency following the required steps	Carries out artificial resuscitation technique during an emergency but omits few steps	Carries out artificial resuscitation technique during an emergency but omits many steps

STRAND 6.0: ENVIRONMENTAL HEALTH AND SANITATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 Environmental Health And Sanitation	**6.1 Waste Management** **(5 lessons)**	By the end of the sub-strand the learner should be able to; a) identify types of waste for proper management b) apply the principles of waste management for control of waste c) manage waste effectively for a healthy environment d) value proper waste management for healthy living	The learner is guided to: • brainstorm on the meaning of waste and waste management • search for information on the types of waste and categorise them for appropriate management • practise the various principles of waste management for waste control in the community (*Reduce, Reuse and Recycle*) • participate in environmental sanitation projects as they apply principles of waste management	1. Why is waste management important? 2. How is waste controlled in the community?

Core competencies to be developed:
- Citizenship as learners participate in projects that enhance environmental sanitation
- Critical thinking and problem solving as learners evaluate and make decisions on appropriate ways of managing waste

Values:
- Responsibility as learners manage waste appropriately for a clean environment
- Patriotism as they serve the community through awareness creation on management of waste

Pertinent and Contemporary Issues (PCIs):
- Patriotism and good governance as they clean the environment
- Environmental education as they manage the different types of waste appropriately

Links to other subjects:
- Home Science- environmental hygiene as they learn about the disposal of household waste
- Languages- as they learn the vocabulary used in waste management

Assessment Rubric

Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify types of waste for proper management	Identifies more than four types of waste for proper management	Identifies four types of waste for proper management	Identifies two types of waste for proper management	Identifies less than two types of waste for proper management
Ability to apply the principles of waste management for control of waste	Correctly and appropriately applies the principles of waste management for control of waste	Correctly applies the principles of waste management for control of waste	Correctly applies some principles of waste management for control of waste	Needs assistance to correctly apply the principles of waste management for control of waste
Ability to manage waste effectively for a healthy environment	Consistently manages waste for a healthy environment	Manages waste for a healthy environment	Occasionally manages wastes for a healthy environment	Manage wastes for a healthy environment only with guidance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 Environmental Health and Sanitation	**6.2 Waste disposal (4 lessons)**	By the end of the sub strand, the learner should be able to: a) discuss methods of waste disposal for a clean environment b) assess the effects of poor waste disposal on environmental health c) practise appropriate disposal of solid and liquid waste d) embrace proper waste disposal for a healthy environment	The learner is guided to: • search for information and analyse various methods of waste disposal. (*Incinaration, recycling, chemical and biological treament, landfills,collection and logistics)* • watch documentaries and video clips on effects of poor waste disposal practices on health and the environment (*pollution, accidents, floods, contamination of water sources and spread of diseases, among others*) • debate on the effects of waste disposal on environmental health • take part in projects for appropriate disposal of solid and liquid waste	1. Why do we dispose of waste? 2. How does poor waste disposal affect health?

Core competencies to be developed:
- Self-efficacy: learners apply leadership skills as they participate in waste disposal activities
- Critical thinking and problem solving: learners apply open-mindedness and creativity to find solutions to challenges of waste disposal in the community.

Values:
- Responsibility: learners observe safety precautions as they carry out projects on waste disposal
- Patriotism as they obey laws and regulations regarding disposal of waste

Pertinent and Contemporary Issues (PCIs):
- Environmental education as they dispose of the different types of waste appropriately
- Health issues: Communicable and chronic diseases as they discuss the effects of poor waste disposal practices on health

Links to other subjects:
- Home Science-as they learn about disposal of solid and liquid kitchen waste

Assessment Rubric

Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to discuss methods of waste disposal for a clean environment	Comprehensively discusses more than five methods of waste disposal for a clean environment	Discusses five methods of waste disposal for a clean environment	Discusses three methods of waste disposal for a clean environment	Discusses less than two methods of waste disposal for a clean environment
Ability to assess the effects of poor waste disposal on environmental health	Makes conclusive assessment on the effects of poor waste disposal on environmental health	Assesses the effects of poor waste disposal on environmental health	Assesses some of the effects of poor waste disposal on environmental health	Needs guidance to able to assess the effects of poor waste disposal on environmental health
Ability to practise appropriate disposal of solid and liquid waste	Consistently practises appropriate disposal of solid and liquid waste	Practises appropriate disposal of solid and liquid waste more often	Practises appropriate disposal of solid and liquid waste occasionally	Practises appropriate disposal of solid and liquid wastes with support

COMMUNITY SERVICE-LEARNING PROJECT

Introduction

In Grade 8, focus is on learners making preparations to undertake a CSL activity of their own choice. They will be required to identify a community problem through research, plan and come up with solutions to solve the problem. The preparations will be carried out in groups. Learners will build on CSL knowledge, skills and attitudes acquired from Life Skills Education as well as other subjects.

CSL Skills to be Covered:

i) **Leadership**: Learners develop leadership skills as they undertake various roles during preparation.

ii) **Financial Literacy and Entrepreneurship Skills:** Learners will gain skills on wise spending, saving and investing for sustained economic growth. They could consider ways of generating income as they undertake the CSL project through innovative ways. Moreover, they could identify business ideas and opportunities as well as resources to meet the needs of the community.

iii) **Research:** Learners will be expected to identify a problem or pertinent issue in the community and indicate how the problem will be solved. They will also acquire skills on how to report their findings.

iv) **Communication:** Learners indicate reporting mechanisms to be used during the actual project e.g., how they intend to communicate with members of the community, either online or offline.

v) **Citizenship:** As learners engage in the CSL activities for this Grade, they will be vested with the rights, privileges and duties of a citizen, hence giving them a sense of belonging and attachment to the nation. They will also be empowered to engage and assume active roles in shaping a more peaceful, tolerant and inclusive society.

vi) **Life Skills Education:** Learners will be equipped with life skills, including decision making, assertiveness, effective communication, problem solving and stress management. This will enable them to manage interpersonal relationships, develop leadership skills as well as discover and grow their talents.

vii) **Community Development:** Learners will be empowered with skills necessary to effect relevant change, including building stronger and more resilient communities.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
• Environmental degradation • Lifestyle diseases • Communicable and non-communicable diseases • Poverty • Violence in community • Food security issues • Conflicts in the community **Note:** The suggested PCIs are only examples. Teachers should allow learners to identify PCIs as per their context and reality.	By the end of the CSL project, the learner should be able to: a) identify a problem in the community through research b) plan to solve the identified problem in the community, c) design solutions to the identified problem, d) appreciate the need to belong to a community.	The learner is guided to: • brainstorm on pertinent and contemporary issues in their community that need attention in groups • choose a PCI that needs immediate attention and explain why in groups • carry out research using digital devices/ print media/interactions with members of the community/resource persons in identifying a community problem to address in groups • discuss possible solutions to the identified issue in groups • propose the most appropriate solution to the problem in groups • discuss ways and instruments that can be used to collect data on the problem (questionnaires, interviews, observation schedule, etc) • develop instruments for data collection • identify resources needed for the CSL project (human, technical, financial) • discuss when the project will begin and end	1. How does one determine community needs? 2. Why is it necessary to make adequate preparations before embarking on a project?

		• prepare a programme/timetable of the entire project execution • Assign roles to be carried by all group members • reflect on how the project preparation enhanced learning.	

Key Component of CSL developed
a) Identification of a problem in the community through research
b) planning to solve the identified problem
c) designing solutions to the identified problem

Core competencies to be developed
- **Communication and collaboration**: Learners will make the preparations in groups and conduct discussions on best ways of carrying out the project.
- **Selfefficacy**: Learners develop the skills of self-awareness and leadership as they undertake the CSL project.
- **Creativity and Imagination**: Learners will come up with creative ways of solving the identified community problem.
- **Critical Thinking and Problem Solving:** Learners will demonstrate autonomy in identifying a community need, exploring plausible solutions and making necessary preparations to address the problem.
- **Digital Literacy:** Learners can use technology as they research on a community problem that they can address.
- **Learning to Learn:** Learners gain new knowledge and skills as they identify a community problem to be addressed and make preparations to carry out the project.
- **Citizenship**: This is enhanced as learners choose a PCI that needs immediate attention in the community.

Pertinent and contemporary Issues
- Social cohesion as learners discuss possible solutions to the identified issue.
- Critical thinking as learners discuss possible solutions to the identified issue.

Values
- Integrity as learners carry out research using digital devices and print media as they identify a community problem to address.
- Respect as learners brainstorm on pertinent and contemporary issues in their community that need attention

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify a problem in the community through research	Correctly and precisely identifies a problem in the community through research	Correctly identifies a problem in the community through research	Partially identifies a problem in the community through research	Partially identifies a problem in the community through research with assistance
Ability to plan to solve the identified problem	Accurately and systematically plans to solve the identified problem	Accurately plans to solve the identified problem	Plans to solve the identified problem leaves out some details	With assistance plans to solve the identified problem but leaves out many details
Ability to design solutions to the identified problem	Correctly and elaborately designs solutions to the identified problem	Correctly designs solutions to the identified problem	Partly designs solutions to the identified problem	Partly designs solutions to the identified problem with prompting

APPENDIX: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

STRAND	SUB-STRAND	SUGGESTED ASSESSMENT METHODS	SUGGESTED LEARNING RESOURCES	SUGGESTED NON-FORMAL ACTIVITIES
1.0 Health and Nutrition	1.1 Nutrition in the life cycle	• Written assignment. • Observation of learning activities • Oral assessment	Digital resources, reference materials, charts, realia	Learners to develop charts and flash cards on nutrient requirement for different stages of the life cycle and mount in school
	1.2 Lifestyle diseases and disorders	• Oral assessment • Observation of learning activities • Peer assessment	Digital resources, manilla papers, charts, posters, reference materials	Learners develop flash cards and posters with awareness messages on prevention of lifestyle diseases. Learners take part in debates and clubs to discuss challenges faced in prevention of lifestyle diseases in the community.
	1.3 Health Behaviour Change	• Written tests • Graded observation of group work activities	Digital resources, reference materials, realia, pictures, charts	Learners initiate behaviour change campaigns on healthy

		• Self and peer assessment • Oral assessment		eating habits for promotion of health using clubs and societies
2.0 Human Body Systems	2.1 Respiratory system	• Written assignment • Graded observation of group discussions • Oral assessment	Digital resources, reference materials, charts, models	Learners use role play, skits and drama to demonstrate measures for the prevention of diseases of the respiratory system in daily life
	2.2 Reproductive System	• Written tests • Graded observation of group work activities • Portfolios	Video clips/ documentaries, charts, pictures, reference materials, digital devices	Learners create awareness on different ways of managing menstrual challenges by use of debates, songs and health clubs
	2.3 Sexually Transmitted Infections	• Written tests • Graded observation of group work activities • Self and peer assessment	Digital materials, charts, reference books	Learners to develop charts/posters/flash cards for creating awereness on ways of preventing sexually transmitted infections in the school community
3.0 Mental and Emotional Health	3.1 Emotional health	• Written assignment • Oral assessment • Projects	Resource person, digital devices, video clips, print reference materials	Learners engage in discussions with a resource person on ways

				of managing emotions for healthy living. Learners create posters and flyers with messages on how to manage emotions and share them in the school and the community
	3.2 Stress management	- Written assignment - Oral assessment - Graded observation of learner group discussions	Resource person, print materials and digital resources, digital devices	Learners develop and maintain a journal on daily activities to prevent and manage stress
4.0 Use of Medicine	4.1 Drug resistance	- Graded observation of learner demonstrations on safe use of medicine - Use of checklists - Written tests	Resource person, digital devices, video clips, print reference materials,	Learners promote correct use of drugs to prevent resistance using songs, verses, clubs and societies
	4.2 Alternative medicine	- Graded observation of learner demonstrations - Written assignment - Oral assessment - Projects	Print materials, realia, pictures, digital resources, reference books, charts, resource person	Learners create awareness on correct use of alternative medicine for promotion of health using songs, poems, clubs and debate

5.0 First Aid and Basic Life Support	5.1 First Aid for medical conditions	• Graded observation of learner demonstrations • Written test • Projects	Realia, pictures, digital resources, print materials, reference books, charts, resource person	Learners engage in talks with a resource person on how to carry out First Aid for various medical conditions
	5.2 Basic life support	• Written assignment • Graded observation of learner demonstrations • Oral assessment	Resource person, digital devices, video clips, print reference materials, models, realia	Learners practise basic life support skills with the aid of a resource person
6.0 Environmental Health and Sanitation	6.1 Waste Management	• Graded observation of group work activities • Written test • Oral assessment	Resource person, digital devices, video clips, print reference materials, realia, posters, pictures, cleaning materials and equipment	Learners create posters and flyers with messages on ways of managing waste for a healthy environment
	6.2 Waste disposal	• Written assignment • Oral assessment • Self and peer assessment	Digital resources, reference materials, realia, pictures, charts, photos	Learners make promotion materials with messages on proper waste disposal practices and use them to sensitise peers in debates, and health clubs